

# Inclusion Policy

---

Adopted by: Larkwood LGB

Date: January 2017

Review date: September 2017

## Introduction

---

We pride ourselves on being an inclusive school, where we celebrate diversity and difference and acknowledge the richness that this brings to our school community. We aim to provide opportunities for all children to access a broad, balanced and creative curriculum, regardless of age, attainment, ethnicity, language or background.

Each academy is led by the Lime Trust values. Our values encourage all stakeholders to display the behaviours expected of a member of our school community: courage, trust, enjoyment, partnership, equality, excellence.

The inclusion policy is an umbrella policy which covers and is inseparably linked to every other school policy including; special needs and disability (SEND), race equality, attendance, behaviour, equal opportunities and anti-bullying.

## Aims and objectives

---

The aims of the policy and its impact on practice are:

- To welcome all children and their families from our local community to our school and to value the different experiences, interests and strengths they bring.
- To value all children as active listeners and learners who will be taught and supported according to their individual needs.
- To enable all children and their families to access the curriculum and the life of the school with regard to cultural and social background, emotional, behavioural and academic needs and physical and learning abilities.
- To welcome every child into a positive school environment where challenging and stimulating learning experiences are planned and provided.
- To provide good role models.
- To develop the perception of inclusion as a process and one that will involve the whole school community. To foster the understanding that educational inclusion 'is more than a concern about any one group of pupils'.
- To place inclusive practice at the centre of all initiatives and professional development in the school.

## Leadership, management and governance responsibilities

---

The Academy Council will:

- Ensure that the school complies with Race Relations and Disability and SEN related legislation, including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented.
- Give details of a nominated academy council member who has the lead responsibility for educational inclusion and equalities issues.
- Ensure community cohesion.

The Head Teacher/ Head of School will:

- Along with the Academy Council, ensure that the policy and its related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Take disciplinary action against staff or children who discriminate or contravene the policy.
- Ensure the issues of equality and inclusion are addressed within the whole school curriculum.

The Inclusion Manager.

The Inclusion Manager is the designated teacher responsible for coordinating provision for SEND, inclusion and all duties outlined in the SEND Code of Practice. In addition to the day-to-day management of our SEND policy, her duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Managing support staff
- Coordinating provision for children with SEND
- Liaising with parents/carers of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the educational psychology service, health and social services, behaviour support service and voluntary bodies
- Informing the SLT of all developments
- Organising in service training for staff, ensuring awareness of new initiatives and developments
- Coordinating Annual Review meeting for children with statements of SEN
- Supporting staff, parents/carers and children in coproducing individual support plans (ISPs)
- Ensuring continuity of provision for children with SEN by liaising with pre-schools and secondary schools
- Working closely with the link SEN governor.

### People with specific responsibilities:

The school has named people with responsibility for co-ordinating any specific inclusion work, reports of racism, harassment, bullying, verbal or physical abuse.

All staff will:

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Not discriminate on grounds of race, gender, ability, background or other equality issues.
- Positively promote SEND issues and images.
- Keep up to date with equalities legislation by attending training and information events organised by the school or by outside providers.
- Ensure that all children have full access to the curriculum.
- Promote race equality, disability equality and diversity through teaching and through relations with children, staff, families and the wider community.

Visitors and contractors will:

- Comply with the schools educational inclusion policy

## Involvement of children

---

We are committed to our children having a role in the inclusion process and involve children in decision making through our school council and pupil feedback questionnaires. Children are involved in evaluating and reviewing their achievements, on a group and individual basis. These will include individual education plans (IEP), Assessment for Learning (AfL), One Page Profiles, parent/carer/child consultations

## Promoting equality and inclusion across the school

---

All policies make a commitment to tackle discrimination and promote inclusion across all areas of school life.

## Personal development and pastoral guidance

---

The Lime Trust Schools make sure that pastoral support takes into account gender, religious and ethnic differences, disability and the experiences and needs of particular groups of children, (e.g. Travellers, refugees and asylum seekers). The school aims to provide positive role models for all groups of children.

## Admissions and attendance

---

The Lime Trust monitors the attendance of all pupils and that of different groups. Also the Lime Trust closely monitors overall absence and persistence absence rates. Our admissions policy ensures that we do not disadvantage children from particular groups. The admissions process is monitored by ethnicity and disability to ensure that it is administered consistently and fairly to all children.

All staff follow absence procedures, aware of and sensitive to relative community issues. The Lime Trust schools are aware of the rights of staff and children to have leave of absence for religious observance. Children's attendance is monitored by ethnicity, disability, traveling and care status. Provision is made for children on extended leave or sick leave or for children travelling, to cover missed work. The Lime Trust makes prompt referrals to the Home Tuition Service when available. Action is taken to address any discrimination or inequality.

## Attainment, progress and assessment

---

The Lime Trust has high expectations of all children and is committed to encouraging and enabling all children to achieve the highest standards. We value all forms of achievement. Children's attainment and progress is monitored in relation to different pupil groups and evaluated to identify trends and patterns of underachievement. Action is taken to remove disparities in attainment and/or progress for groups of children (e.g. gender, SEND, different ethnic groups, Pupil Premium). All methods of assessment ensure, as far as possible, that they are free of cultural or linguistic bias. Children are appropriately supported in assessments so that they are able to show fully, both what they know and what they can do. All assessment procedures are made accessible to children identified as having SEND and those with English as an additional language (EAL).

## Behaviour, discipline and exclusions

---

The Lime Trust makes sure that its procedures for applying rewards/sanctions to children and managing behaviour are fair and equitable to pupils from all groups. The effects of prior experience, background or disability on children's behavioural responses, is taken into account when dealing with incidents of unacceptable behaviour in line with the school's behaviour policy. All staff operate consistent systems of rewards and sanctions. All exclusions are monitored by ethnicity, gender and disability to establish patterns, trends or disparities between different groups. Strategies for integrating excluded children or children with poor attendance, are sensitive and address the needs of all groups.

## The curriculum

---

All areas of the curriculum are planned to incorporate the principles of equality and to promote positive attitudes towards diversity and difference. Children have the opportunity to explore concepts and issues relating to identity and equality. Steps are taken to ensure that all children have access to an appropriate mainstream curriculum. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for children from all groups. Resources and displays portray positive images of different people from all groups and cultures.

## Teaching and Learning

---

All staff in Lime Trust schools create an environment where children can contribute fully and feel valued. Teaching takes account of children's cultural backgrounds, ability, linguistic needs and different learning styles. Teachers use a range of styles which includes collaborative learning so that children appreciate the value of working together. Teachers use a range of sensitive teaching strategies when teaching about different cultural traditions and life styles. These are valued in their own terms and are made meaningful to children. Children are helped to make connections with their own lives. Teachers challenge stereotypes and build self-awareness so that they can identify bias and challenge discrimination. The school uses the International Primary Curriculum (IPC) as a basis for planning a curriculum which reflects a range of cultures and perspectives.

## Gifted and talented – More-able pupils

---

For those children who are identified as being gifted and talented (more-able) we provide challenging lessons that are planned to create deeper understanding (Mastery) rather than accelerate into new content. More-able pupils are identified based on work quality, attitude to learning, test results, and teachers' and parents' judgements.

## Transitions

---

Prior to starting school, children and parents/carers are invited to a range of transition events in the summer term when parents/carers and children meet the teachers and their Early Years Practitioner. The home-school liaison teacher visits all children on the waiting list. She also runs workshops for parents/carers. SEND pupils identified prior to starting school may receive a home or pre-school visit from the Inclusion Manager. Pre-schools are encouraged to hold a transition meeting for children entering the school at Early Years SEN Support. All children are visited at home by their class teachers and Early Years Practitioner. The school has close links with all local playgroups and nurseries and will endeavour to make links with pre-schools further from the school if necessary.

Initially children attend part-time and gradually this increases to full-time by the beginning of October. The individual needs of children are always considered and so if children are not ready to attend full time in October they continue to attend on a part time basis as necessary. All children must be in full time education by the term after they turn five.

## Links with other schools

---

Transition meetings are held with pre-schools for children entering the school who have SEN Support. Transition meetings are also held with secondary schools for children leaving the school who have SEN Support or EHCPs.

When children transfer to or are admitted from another Primary School, their records are forwarded/requested in order to ensure continuity of provision.

We also work closely with a range of external agencies: see the SEND information report.

## Staff recruitment and professional development

---

All posts, including those for non-teaching staff, are formally advertised. All those involved in recruitment and selection are trained and aware of equal opportunities in the recruitment process, as well as 'Safer Recruitment' practices. All applications for employment, training and promotion, along with details of staff in post are monitored on equalities issues. All staff are enabled and encouraged to develop and achieve their full potential through professional development. Inclusion policies and practices are covered in staff induction. All supply staff are made aware that Lime Trust schools are fully inclusive.

## Partnership with parents/carers and communities

---

All families are encouraged to participate at all levels in the full life of the school. The schools work in partnership with families and the community to develop positive attitudes to diversity and difference - and to address specific incidents. Information and material for families, is made accessible - using friendly language and avoiding jargon. Some information is also available in languages or formats other than English (where appropriate). The schools' premises and facilities are fully accessible to (and used by) groups from all local communities.

## Policy into practice

---

All schools have a development plan and an evaluation report. All staff make sure that their specific plans address key Inclusion issues. The staff are made aware of their responsibilities to ensure the implementation of the inclusion policy.

## Monitoring and review

---

Actions, developments and progress will be monitored by the senior leadership teams in all Lime Trust schools.

Lime Trust schools collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to gender, SEND; ethnicity, culture and home language.